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CENTRAL COLLEGE

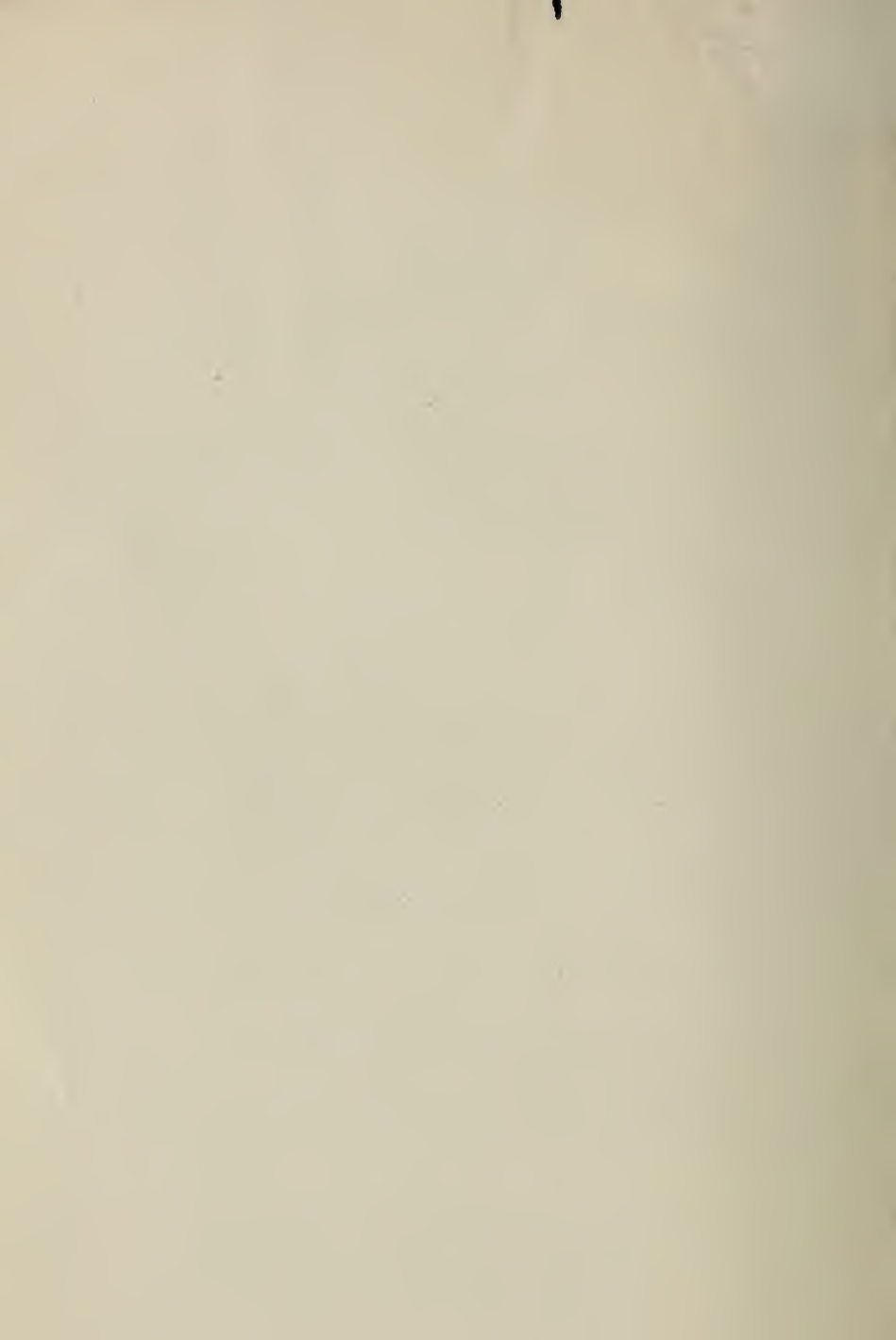
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SEMI-CENTENNIAL OF CENTRAL COLLEGE
AND THE INAUGURATION OF
WILLIAM ALEXANDER WEBB AS PRESIDENT

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Program of the Semi-Centennial Exercises and the
Inauguration of President Webb,
October 7 and 8, 1907.

MONDAY EVENING.

Music..... "Holy, Holy, Holy, Lord God Almighty"

Invocation

Music..... Central College Alumni Quartet

Messrs. Stout, Alexander, Sears, and Wagoner

Address..... Rev. John D. Hammond, D. D.

Corresponding Secretary of Board of Education, Nashville, Tenn.

Semi-Centennial Ode..... Professor T. Berry Smith

Music..... Semi-Centennial Parade

Composed by Prof. T. Berry Smith

Address..... Rev. James C. Morris, D. D.

Kansas City, Missouri

Benediction

Torch Light Procession, Central College Students and Alumni

TUESDAY MORNING.

Invocation

Music..... Violin Solo

Miss Clark of Howard-Payne College Faculty

Address..... Hon. Tyson S. Dines, '80

Denver, Colorado

Music, Male Chorus..... Central College Students

Address..... Bishop Charles B. Galloway, D. D., LL. D.

Jackson, Mississippi

Music..... Alumni Quartet

Benediction

TUESDAY AFTERNOON.

Methodist Preachers' Veteran Association

Rev. W. F. Bell, Chairman

Unveiling of McAnally Memorial Tablet

Presentation Address.....Rev. W. S. Woodard

Responses: W. C. Scarritt, Esq., Professor T. Berry Smith and

Rev. C. C. Woods, D. D.

Football Game, Johnson Athletic Field

Central College vs. Missouri State University

TUESDAY EVENING.

Invocation

Music.....Alumni Quartet

Greetings.....Representatives of Colleges and Universities

Address.....Chancellor J. H. Kirkland, Ph. D., LL. D.

Vanderbilt University, Nashville, Tennessee

Music.....Male Chorus

Inaugural Address.....William Alexander Webb

Benediction

Semi-Centennial Banquet

Cupples Hall.

THE SEMI-CENTENNIAL CELEBRATION OF CENTRAL COLLEGE

PROFESSOR DAVID R. LEE

Central College, having been founded in 1857, has just celebrated its semi-centennial. Fayette, Mo., the seat of the college, has been in gay holiday attire in honor of the event.

This college center, which is the home of two widely-known colleges, Central and Howard-Payne College for Women, with its traditional hospitality, opened its doors to receive hundreds of guests. The trains brought in scores of distinguished alumni from all parts of Missouri and from several other states. The three patronizing Missouri conferences were well represented by visiting pastors and laymen. Two days, October 7 and 8, were given to the exercises of the celebration, concluding with the formal inauguration of President William Alexander Webb, elected to the executive office April 23, 1907. The celebration is a culmination of a two years' successful campaign to increase the endowment and number of students, under the leadership of Rev. Willis Carlisle, appointed to this work in June, 1905.

Among the persons present distinguished in church and university circles were the following: Bishop Eugene Russell Hendrix, who was a student at Central at the time the Civil War caused a temporary suspension, and who was president of Central College in 1878-1886; Bishop Charles B. Galloway, D. D. LL.D.; Dr. C. C. Woods, a former student of Central College, assistant editor of the St. Louis Advocate; Prof. Charles Forster Smith, Ph. D., formerly of Vanderbilt University, but since 1895 of the University of Wisconsin; Prof. E. A. Allen professor of English in Central College 1881-1885, of the University of Missouri; Prof. M. S. Wild-

man, professor of the history in Central College 1904-05, now of the University of Missouri, representing Earlham College; Edward M. Shepard, dean and professor of geology, Drury College; President Mrs. V. Stockard, Cottey College; Prof. Calvin W. Woodward, dean of the School of Engineering and Architecture of Washington University; Prof. A. McGinnis, Missouri Valley College; Prof. E. M. Violette, (Central College, '98,) Kirksville Normal School; Prof. Wells of Westminster; President G. A. Addicks, Central Wesleyan College.

The famous Central College Quartette was present, consisting of President Stout, '01; C. W. Wagoner, '03; the Rev. William Alexander, '06; J. I. Sears, '06. The following curators were present:

Bishop E. R. Hendrix, the Rev. S. P. Cresap, Frank S. Groves, W. C. Sarritt, G. A. Leavell, Rev. J. C. Morris, D. D.; Rev. C. M. Bishop, D. D.; J. W. Vaughan, M.D.; Martrom D. Lewis; the Hon. J. A. Rich and the Rev. Z. M. Williams, D.D.

Centenary Chapel was crowded to hear addresses on Monday evening by the Rev. Dr. J. D. Hammond, general secretary of education of the M. E. Church, South, and president of Central College 1888-96. Dr. Hammond gave a resume of the history of university education and the development of the modern college. Dr. J. C. Morris, president of Central College 1903-07, gave an address on "Fidelity in Thinking." He said: 'One of the most regrettable things we see in life is the separation of mental exercises from ethical obligation. Good men accept that their external acts must conform to these standards; but I venture to say that there are few who recognize the application of the moral form to their mental exercises which are purely intellectual: Men seem not to see the operative and responsible efficiency of anything done in the mind which does not express itself in any outward act. And yet, from his very nature, thinking is the most import-

ant element in our complex life. It has ethical character, and it carries responsibility. My theme is supreme devotion to truth in all life's work, in all our mental activities and acquisitions, and in all the uses to which we put them. An honest-minded skeptic is a better man than a narrow-minded Christian bigot. Fair mindedness is the thing I plead for, the spirit which will seek for and recognize all rational values, that can see the reason on the other side, and disdains to use an unworthy consideration even in contending for the truth; that will follow truth absolutely, regardless of what it may be or bring, or whither it may lead."

Prof. T. Berry Smith read the ode which he composed in honor of the semi-centennial celebration. After the exercises, the hundreds of alumni and students formed a torch light procession and, headed by the band marched through the principal streets, singing Central songs composed for the occasion by Prof. T. Berry Smith and also many of the old time favorites.

The second day of the celebration was favored with glorious weather for the out-door exercises. At ten o'clock a procession formed on the walk in front of Science Hall and marched to Centenary Chapel. The order of the procession was as follows: Speakers of the day, curators of Central College, representatives of universities and colleges, faculty of Central College, students of Central and students of Howard-Payne College. At Centenary Chapel, the Hon. Tyson S. Dines ('80) gave a powerful address on "Relation of Colleges to the Practical Life of the World," clothed in strong language, and graced with many classic allusions. Incidentally, he said he favored elimination of objectionable elements in college sports, but saw sterling worth in clean football, which developed courage and manly qualities. Bishop E. R. Hendrix, the presiding officer, presented Bishop Galloway to the audience in a touching personal tribute, and

spoke of him as the best known man in the South. Bishop Galloway, in language that captivated his audience, pleaded that the college should not forget its duty to produce teachers, and those especially for the primary grades, saying that higher education is a blessing enjoyed by the few, while the vast majority of the poor, like a Lazarus, eat merely the crumbs that fall from the educational table. He said the small college must adhere to its purpose and not pretend to post-graduate work which belongs to our universities, but do college work. The church college has a common cause against ignorance with our universities and must not feel antagonistic to state education. Colleges whose courses were not sound and sufficient were to be condemned, for the subtleness of the work of education made detection of inferiority difficult.

Prof. Charles Forster Smith, Ph.D., was called to the platform, and in a felicitous manner brought greetings from the University of Wisconsin; and Prof. E. A. Allen, professor in Central College 1881-85, spoke in behalf of the University of Missouri.

At two o'clock p. m. a tablet was unveiled in Centenary Chapel by the Veteran Preachers' Association in memory of the Rev. David R. McAnally, who died in 1895. Dr. McAnally was appointed editor of the St. Louis Christian Advocate in 1851, and was an ardent worker in the educational field. An address was made by the Rev. W. S. Woodard, and responses by W. C. Scarritt, Esq., Prof. T. Berry Smith and the Rev. C. C. Woods, D.D.

The football game at 3:30 p. m., on the Johnson athletic field, between Central College and the University of Missouri was one of the most popular events of the inaugural exercises. The varsity team outweighed the home team, but Central's stubborn defense against the big rivals from

Columbia won many an outburst of applause from loyal friends, although they went down to defeat

In the evening from 9 to 11, President and Mrs. Stout of Howard-Payne College assisted by its faculty and students gave a reception to the Students of Central College.

President William Alexander Webb, was inducted into office with formal ceremonies on Tuesday evening. The address of the occasion was made by Chancellor James H. Kirkland, Ph. D., LL.D., of Vanderbilt University. He took as his subject, "Some Problems of Southern Colleges," and dealt entirely with the matter of denominational colleges. Among other notable things, he said that in the early days of the last century colleges needed little money. Great endowments began with the gift of \$7,000,000 by Johns Hopkins to the institution now bearing his name. To-day the apparatus of the scientific department is equal in value to the former equipment of a college. A college library alone ought not to have less than \$100,000 expended on it. The sum of \$500,000 is the least necessary for equipment and \$500,000 for endowment. In other words, the modern college is a million dollar institution. Few Southern colleges have an amount equal to this, therefore they fail of their work. Graduate instruction is hardly done at all in the South. A Southern university is not a place for purely post-graduate study, but a college plus some professional schools. For this reason denominational colleges compete directly with the state universities of the South. State appropriations to state universities are rapidly increasing, and therefore denominational colleges must amass resources, improve or perish. There must be elevation of the standard of work in the South, or forfeiture of recognition in educational circles will follow. In the past the bachelor's degree has been given for school and not for college work. The Carnegie Fund reports have been a stimulus for higher standards. Methodist institutions

within four years will comply with the demands of college grading in other parts of the Union. Regarding the choice of faculty, he said that men are the most important element in the college. The president and not the curators, should take the initiative in selecting professors. He regretted the fact that skilled labor receives more than the college professor.

Bishop Hendrix, chairman of the board of curators, conducted the installation ceremonies, and presented the new president with the seal of office. President Webb then gave his inaugural address.

After the installation exercises, a banquet was given to the invited guests. Tables were spread in the dining room of Cupples Hall, which was decorated with the college colors green and black. Two hundred and fifty guests were present. Dr. J. C. Morris was toastmaster. A letter was received from Dr. Corprew, in which he presented his library to Central College. Toasts were responded to by Dr. Wildman of the University of Missouri, and representing Earlham College; Prof. McGinnis, Missouri Valley College; President Stout, Howard-Payne College; Chancellor Kirkland of Vanderbilt University; Rev. Paul H. Linn, Kansas City; Prof. A. E. Allen, University of Missouri.



THE PERSONAL ELEMENT IN COLLEGE EDUCATION

THE INAUGURAL ADDRESS OF PRESIDENT W. A. WEBB

Central College celebrates to-day the fiftieth anniversary of its organization as a college in 1857. Its charter was granted by the General Assembly of the State of Missouri in 1855, while its inception dates back to a convention of delegates representing the entire membership of the Methodist Episcopal Church, South, in Missouri, who met in the city of St. Louis in 1853 and took steps for the erection at Fayette, Mo., of a college of the highest grade.

In 1841, sixteen years before the organization of Central College, the doors of the State University at Columbia were opened for the first time. Eight years later, in 1849, the Baptists of the State founded a college at Liberty and named it in honor of Dr. William Jewell of Columbia, one of its chief benefactors, who had also been the leading spirit in the organization of the State University. Four years later, in 1853, the year of the St. Louis Convention, Westminster College, at Fulton, was opened under the auspices of the Presbyterian Church; and again four years later, in 1857, the natal year of our own college, Washington University, in St. Louis, was formally opened as a nonsectarian institution of higher learning.

From these dates it is apparent that the organization of Central College was no isolated fact, but one vitally related to the great educational and religious movements which characterized the middle decades of the last century. A glance at the college ideals of fifty years ago will help us to appreciate more fully the motives which actuated the men who laid the foundations of Central College and of other colleges of like character, and will at the same time serve to

introduce the topic of the hour, "The Personal Element in College Education."

The colleges established in the Central West during the middle of the last century were closely patterned after the colleges founded in the New England, Middle, and Southern States fifty to one hundred and fifty years earlier; and the great majority of them, like the older institutions, owed their origin to denominational enterprise and initiative. As the earlier settlers along the Atlantic Coast were true to the traditions of Cambridge and Oxford and were not slow in establishing colleges where their ministers should be educated and their children receive intellectual, moral, and religious training, so the hardy pioneers who pushed their way across the Alleghany Mountains and settled the rich valleys and fertile prairies of the great West were not forgetful of the things of the mind. In laying the foundation of great states they too felt the need of spiritual assistance and turned to the college as the surest safeguard against the perils of materialism and greed and the strongest incentives to the higher life.

Of the motives which were influential in establishing these colleges, unquestionably a very powerful one was the desire of the Church to make provision for the education of young men looking to the ministry as a profession and to strengthen the borders of the particular denomination which founded and controlled the college. The college was essential to the life of the denomination, and no sacrifice was great enough, no hardship severe enough to daunt the spirits of men who really believed that in laying the foundation of a Church college they were strengthening the walls of Zion and extending the kingdom of God on earth. And back of this demand for an educated ministry was a deep-seated conviction that the cause of Christ was somehow vitally related to the cause of liberal education. In promoting one these men of God believed that they were promoting the other; and while the manage-

ment of some of the denominational colleges may have been marred by a policy of shortsighted sectarianism and narrowness, it is to the glory of higher education in America that the great majority of them have been dominated by a spirit of breadth and liberality in perfect keeping with the highest ideals of American civilization. And this brings us to a consideration of the second great motive, which, while closely allied to the first, is not always so readily recognized or appreciated, especially by those who are inclined to see little good in denominational colleges. I refer to the broadly human motive which has its roots in the religious motive and is indeed but another manifestation of it, though it spreads its branches far beyond the confines of mere denominationalism. During the first half of the last century the social and religious life of the nation was profoundly influenced by the new views of the worth and dignity of humanity which were ushered in with the birth of modern democracy. In the fierce reaction against the tyranny of the past men caught new visions of man's responsibility for his fellow-man, and sought new opportunities of absolving this indebtedness in large and gracious gifts to those institutions whose avowed purpose was the betterment of humanity. A few of these gifts fell without the pale of the Church, but the great majority of them fell within. In making contributions to the support of the Church college many men were influenced by this larger interest in humanity. They saw in the college permeated by scholarly ideals and presided over by men of strong characters and inspiring personalities not an institution for propagating sectarian views, but an agency the most efficient yet devised for lifting the minds of the young "above the selfish, the artificial, and the petty in the sincere and simple intercourse with the good, the true, and the beautiful."

And so the American college, with its roots running back into the rich soil of English culture, has become the choicest

product of American civilization. Nurtured by Church and State and private philanthropy, a trinity of forces not antagonistic but mutually helpful in solving the greatest educational problem of modern times (the problem of higher education in a democracy), it has been the chosen instrument of God in disseminating right ideals of citizenship, in establishing just standards of morals, in cultivating the social amenities of life, and in making the will of God prevail. Resolutely allying itself with the noblest aspirations of our national life, it has become a vital principle in the development of modern democracy and marks the farthest reach of modern philanthropy. In its history the two motives, the religious and the human, have become so closely blended that it is impossible to separate them into their component parts. The man who gave to the college because he believed in an educated ministry was spiritual brother to the man who gave to the same institution because he saw in it an opportunity of rendering large and generous service to humanity. And each has had his reward. The Church college has been almost the sole reliance of the Church for an educated ministry. In the report of the Presbyterian College Board, whose duty it is to found, foster, and endow Presbyterian colleges it is stated that of the theological students studying for the Presbyterian ministry "eighty-four per cent are from Christian colleges, those founded more or less for Christian purposes and which still maintain in part the idea of supervising the Christian and spiritual life of their students."

But while the Church college has been furnishing an overwhelming majority of the educated ministers of the country, it has also been generous to the other learned professions as well as to the ordinary walks of life. To the State it has given a well-trained citizenship, and to society a noble company of high-minded and generous men and women—contributions indeed of rare beauty and priceless value. The

means by which these results were accomplished were often meager. Judged by modern standards, the curriculum was narrow, the equipment unsatisfactory, and the discipline rigid and puritanical. In describing the aims and ideals of the best of these early colleges, Dr. Thwing, the historian of higher education in America, says: "Futhermore, these colleges were alike in possessing personalities in their chairs of instruction who were vigorous in thought, single in mind, pure in heart, of high purpose, and devoted to the opportunity of training men. These men were not themselves primarily scholars—they were primarily men. The chief purpose was to train a large manhood in their students. The influence of such personalities, placed in such environment, could not fail to eventuate in noble, sound, and serious character. It made men who had an aim to serve their fellow-men, and of a type of the Christian faith which sent these men as missionaries to the new West and to the Asiatic East. It represented that profoundest and most lasting of all forms of power—the power of a person. Its prevailing atmosphere was manliness, and its consummate, comprehensive result was manhood."

In a word, the most characteristic feature of the old-time college was the constant, careful supervision of the moral and religious life of the students, just as its richest asset was the personality of the men who presided over its destinies. The college of fifty years ago owed its origin to a distinctly Christian impulse to serve God and humanity, acknowledged its highest aim to be the upbuilding of character, and found its most efficient means for accomplishing its purpose in the close personal contact of student and master. Such were the aims and ideals of the institutions which furnished the foundation of the modern American college, the one thing in our higher education which Dean West says is most worth maintaining. And such, I believe, were the aims and ideals

of the men who laid the foundations of this college fifty years ago.

In the half century just closed all of our institutions of higher learning have been greatly influenced by the changing conditions of modern times, and many of them have experienced an expansion and growth unparalleled in the history of civilization. To-day we are building great colleges and universities as men once built cathedrals. The material prosperity of these institutions has manifested itself in almost fabulous increments to their endowment funds, in enlarged facilities for instruction of every kind, and in an ever-increasing number of students and instructors. The courses of study have been constantly enriched as they have reflected and aided the diversified progress of our intellectual and spiritual development, while the introduction of the elective system has opened up these stores of knowledge to ever-widening circles of students. Perhaps the greatest change has taken place in the methods of instruction. The application of the laboratory method, practically unknown fifty years ago, and the modern use of the library, which from a mere nominal factor in the life of the college of the past has become the very heart of the institution's intellectual activity, have revolutionized processes of teaching and study. These, in brief, are some of the gains which the years have brought in the way of material resources, of enriched courses, and of new and improved methods of instruction. And fortunate is that college whose friends make ample financial provision for obtaining these external essentials of a modern college, for without a generous equipment of these things and a reasonable expectation of adding to them from year to year its fate as a college is already sealed and its doom pronounced. At the same time it is well for us to recognize the fact that in spite of our phenomenal progress in matters pertaining to higher education there has been some lost motion, some slip-

ping of the cogs in our educational machinery. It would be strange indeed if it were otherwise. In the transition from the small college of the past to the large college or university of the present, this lost motion is, perhaps, most apparent in the changed relation of the individual students to the faculty. In an institution which numbers its instructors by the hundred and its students by the thousand, there is little opportunity for that close personal contact between students and faculty which was the crowning glory of the old regime and is still a source of beneficent influence in many of the smaller colleges of today. How keenly this loss is felt, especially in the larger and richer institutions, is seen in the recent publications of some of our foremost educational leaders.

In balancing the small college against the large, Dean West says: "The large college has had the advantage over the small college of more opportunities and a greater cosmopolitanism. The small college has had the following advantages over the larger college: Greater accessibility of the opportunities to the student, more definite and concentrated work and a closer personal touch with its professors. These inestimable advantages the larger colleges and universities have been losing, and the great aggregate of students who flock to the larger centers of learning have been becoming less and less an organized army of students and more and more a mere herd." This is a hard saying, but the seriousness of the situation is not exaggerated, and President Woodrow Wilson, in establishing at Princeton the tutorial system, is making a commendable effort to recover the "lost priceless benefit of the small college in the larger university."

Mr. C. F. Birdseye, in his recent volume on "The Individual Training in our Colleges" is even more severe in his strictures upon the evils of modern college life. "While we were striving," he says, "for great endowments, beautiful buildings, splendid apparatus, perfect equipment, great li-

braries, fine laboratories and museums, regiments of students and battalions of teachers, we have neglected our individual student and especially his personal life, needs, and rights, and our duties toward him in that regard. Not only has the old individual training been lost, but in too many cases the modern college atmosphere is antagonistic to it, and must be radically reformed." "Our forefathers had their characters and mental habits trained by direct and daily personal touch with great teachers for four years, but to-day the direct personal touch with the professor substantially ends with the preparatory school." Charles Francis Adams finds fault with the congested conditions of our great universities, and thinks that radical measures must be adopted to bring about closer personal relations between student and master. Says Dean Briggs of Harvard: "The college sends her alumni into the world with nothing more than a warrant that they are presentable intellectually. Yet her unwritten and unspoken purpose is not so much intellectual as moral; and her strongest hope is to stamp her graduates with an abiding character." These quotations indicate that a sane public opinion still regards the college as a place where the moral and religious training of the students is a matter of supreme importance. And it is not difficult to see that the solution of the problem is to be found in preserving, or producing conditions where the personality of the instructor may still be a forceful element in the formation of the character of the student. "The spirit of a college," says President King, "cannot go down in its buildings or grounds or forms of organization. Even on the intellectual side of the college, the supreme factors are persons, never things or machinery; how much more when we are thinking of the whole man. If a college's best continues at all and grows, it must continue and grow in persons; and the petty and ignoble cannot carry on the work of the great and worthy. We seem to be in

the midst of a great awakening to the overweighting importance of moral and religious education, and the movement comes none too soon; but let us not for a moment imagine that any change in courses or methods or organization can ever take the place of the one great indispensable means—the personal touch of great and high personalities.”

In this connection it is well to bear in mind that there is no virtue either in paucity of numbers or in meagerness of equipment; these things in themselves furnish no guarantee that desirable relations exist between students and faculty. The small college may offer as fruitful a field for demoralization as the big university. The advantages it possesses over its larger rival come only when its standards of scholarship are high, its traditions helpful, and its faculty composed of men capable of exerting the right kind of influence. The real secret of the power of the American college in American life is to be found not merely in the information that may be obtained in its libraries, the skill acquired in its laboratories, or even in the knowledge that may be imparted in its class rooms, it is rather to be sought for in the life of the college which includes all these and more—in the breath and finer spirit of the whole institution, which embraces its social environment, its traditions, and its ideals. The ultimate value of a college, large or small, is determined by the quality of work performed; and this reveals itself in the mental habits and moral attitudes of those who go out from its halls.

The college professor must, of course, know the subject he professes to teach not only in all its branches, but also in its relations to other departments of human knowledge. Anything short of this would be dishonest. But knowledge is not the only qualification of the ideal professor. President Hyde has described him as follows: “He must be human, intensely interested in individuals, eager to see his favorite authors, his beloved pursuits kindle into enthusiasm the

minds he introduces to them. The college professor must know his subject; he must be a competent investigator in it and a thorough master of it. If, as a badge of such mastery and aptitude for investigation, he has the degree of Ph. D., all the better. But this is not essential. He must know men and the large movements and interests of the world outside. He must present his subject lit up with the enthusiasm of a great personality, an enthusiasm so contagious that the students cannot help catching it from him, and regarding his subject for the time being as the most compelling interest in life.....These real college professors, these men who can make truth kindle and glow through the dead, cold facts of science, who can reveal the throbbing heart of humanity through either ancient or modern words, who can communicate the shock of clashing wills and the struggle of elemental forces through historic periods and economic schedules, who can make philosophy the revelation of God and ethics the gateway to heaven—these men are hard to find, infinitely harder to find than schoolmasters on the one hand and specialists on the other.” And may I add, Fortunate is that college whose financial condition is such that its Board is justified in making the search for men of this type and of retaining them when once they have been found?

With a college manned with such men and equipped with tools for them to work with, it would be strange indeed if year by year it did not send to the great universities two or three of its graduates who by reason of the training acquired during their four years’ college course easily take rank among the best students, and after a few years of graduate or professional work pass out to become the intellectual and spiritual leaders of the nation. Given such a faculty the problem of formal discipline resolves itself largely into a matter of personal influence through individual contact of students and faculty. College authority will be maintained at

all hazards whenever questions of moral and scholastic standards are involved which affect the good name of the college; but these will be reduced to the minimum in an institution where a spirit of mutual confidence and respect exists between students and professors. The wise administrator makes his appeal first of all to the best in the heart of the student, and that appeal is not in vain where infinite patience, utter sincerity, and Christ-like sympathy have had their perfect work.

If in the evolution of college discipline the years have brought to the students a larger liberty both in the management of their personal affairs and in the selection of their studies, and to the professors relief from the enforcement of many petty exactions of the past, it is not to be inferred that they have shifted the responsibility for the moral and religious training of the students, especially in those colleges which owe their foundation to the church and claim the patronage and support of a Christian constituency. There will be no return to the obsolete methods of the past, methods are transitory, but there will be a reincarnation of the spirit of responsibility for the moral and religious training of the students, and an intelligent and persistent effort to give them the priceless heritage of character which alone makes life worth while. And here again it is the personality of the instructor which will prove the indispensable factor in the solution of the problem. Choosing, perhaps, other means of approach than his predecessors would have done the wise teacher will lead his students almost imperceptibly into the larger and richer life which reveals itself in the pursuit of high and noble ideals and finds its crown and glory in the personal knowledge of God. And just here it seems to me that the modern college, adequately equipped, generously endowed, wisely manned, and permeated through and through with the spirit of freedom

offers the finest field in the world for the exercise of this most potent influence in the formation of character.

Personality is the supreme fact in life. We learn to reverence the truth, love goodness, and appreciate the beautiful only when we see them revealed to us in the lives and works of great men and noble women. But to ordinary mortals personality demands personality for its interpretation; and here lies the opportunity of the great teachers, the men "whose thoughts and aspirations and lives are suffused with a glow caught from higher worlds." I care not what the subject of instruction may be, that teacher has not wholly mastered it who has not learned that all the paths of human knowledge lead to God.—Republished from The Christian Advocate, Nashville, Tennessee, October 25, 1907.



